**Beginning Teacher Support Program Monitoring Instrument**

LEA/Charter:

Date:

State Board Policy TCP-A-004, in compliance with TCP-C-004 and GS 115C-333

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| **Number of Beginning Teachers**  **(Year 1, 2, 3)** | **Number of BT Files to provide access for Monitoring Team** | **Percentage of BT Files**  **to be reviewed** | **Number of BT Files**  **to be reviewed** |
| (to be provided by LEA/Charter) | All | 30%\* | (to be calculated by REF) |
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| \*The expectation is that 100% of the Beginning Teacher files will be in compliance with policy. | | | |

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| 4.00 Induction Requirements – *All teachers who hold initial (Standard Professional 1) licenses are required to participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| The LEA/Charter considers allocating resources and funds with priority given to supporting elements of a formal orientation, mentor support, observations, and evaluations.  The LEA/Charter provides support for first year teachers. | . . . and  The LEA/Charter provides an induction period for all beginning teachers that is at least three years in duration.  The LEA/Charter provides a formal orientation.  The LEA/Charter provides mentor support.  The LEA/Charter conducts observations.  The LEA/Charter conducts evaluations. | . . . and  The LEA/Charter works to modify organizational procedures and/or policies to improve the three year induction program.  The LEA/Charter practices data collection and program accountability. | . . . and  The LEA/Charter provides funds allocated to the program’s growth and development.  The LEA/Charter uses formative and summative assessment data for program growth and development. |

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| **4.10 Assignment/Experience Requirements –** *It is expected that beginning teachers be assigned in their area of licensure. Three years of teaching experience, of at least six months each, are required in the Beginning Teacher Support Program.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| There are procedures in place during the hiring process that the LEA/Charter uses to ensure that teachers are assigned to a classroom in their area of licensure. | . . . and  Teachers are assigned in their area of licensure with no exceptions.  Beginning teachers teach 6 consecutive months to meet annual experience for three years for licensure requirements. | . . . and  The LEA/Charter recruits teachers for licensure areas of need. | . . . and  The LEA/Charter has processes in place for assessing early vacancy needs and offers early notification of hire. |

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| **4.20 Beginning Teacher Professional Development Plan -** *Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher’s knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| Beginning Teachers develop a Professional Development Plan. | . . . and  Beginning Teachers collaborate with the principal (or the principal’s designee) and mentor to develop a Professional Development Plan.  The PDP is based on the North Carolina Professional Teaching Standards and  The PDP is developed based on results of the Self Assessment tool.  Beginning teachers have a complete PDP that includes beginning teacher, mentor, and principal signatures at the beginning, middle, and end of the year. | . . . and  Beginning Teachers utilize data to reflect and update the Professional Development Plan throughout the year. Beginning Teachers use each formative assessment Professional Development Plan conference to make additions and provide updates to current Professional Development Plans. | . . . and  Beginning Teachers utilize observation data and snapshots as a driving force to continuously reflect and update the Professional Development Plan. |

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| ***4.30 Optimum Working Conditions for Beginning Teachers -*** *To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are* ***strongly recommended****:*   * *assignment in the area of licensure;* * *mentor assigned early, in the licensure area, and in close proximity;* * *orientation that includes state, district, and school expectations;* * *limited preparations;* * *limited non-instructional duties;* * *limited number of exceptional or difficult students; and* * *no extracurricular assignments unless requested in writing by the beginning teacher.*   *The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.* |
| **Documentation Section**  (This component is strongly recommended by policy. Because it is not required, it will not be rated.)  The monitor will document any processes and procedures that are in place to demonstrate compliance with this section of policy. |
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| **4.40 Orientation -** *Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school’s/system’s goals, policies, and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license; the North Carolina Teacher Evaluation Process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Mission and Goals.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| The LEA/Charter provides an orientation. | . . . and  The orientation is conducted prior to the arrival of students OR  If hired during the school year, the orientation occurs within the first ten days of employment  -meets the following minimum requirements by providing  an overview of the school’s / system’s goals, policies, and procedures  description of available services and training opportunities  the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license  the North Carolina Teacher Evaluation Process  the NC Standard Course of Study  local curriculum guides  safe and appropriate use of seclusion and restraint of students  State’s ABC’s Program  State Board of Education’s Mission and Goals | . . . and  provides opportunities for Beginning Teachers to collaborate with mentors during the orientation process.  provides opportunities for Beginning Teachers to have planning time at their assigned schools. | . . . and  provides Beginning Teachers the opportunity to reflect on the orientation process.  Allows Beginning Teachers to see “model” classrooms and “master” teachers in action. |

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| **4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection -** *The Mentor Assignment/Guidelines shall follow the Standards for Beginning Teacher Support Programs: Standard 2: Mentor Selection, Development and Support.*  ***2a. Mentor Selection***   * *Selection criteria include input from a variety of stakeholder groups.* * *Mentor selection criteria are clearly articulated by program leadership.* * *Process for mentor application and selection is transparent and uniformly applied.*   ***2b. Mentor Role***   * *Mentors support beginning teacher orientation and provide logistical and emotional support.* * *Mentors focus their primary support on improving instruction and learning.* * *Mentors provide ongoing support and encouragement for the beginning teacher.*   ***2c. Mentor Professional Development***   * *Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.* * *Mentors receive ongoing training to advance their knowledge and skills.* * *Mentors have opportunities to participate in professional learning communities of mentoring practice.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| Mentors are selected by the principal or designee.  Process for selection is communicated as needed and is based upon criteria that are communicated to interested candidates.  Mentors serve largely as a resource and "buddy"-type support provider.  Mentors are oriented to their role and the induction program.  Mentors receive preliminary professional development to prepare them for their role. | . . . and  Mentor selection includes input from a variety of stakeholder groups.  Mentor selection criteria are clearly articulated by program leadership.  Process for application and selection is transparent and uniformly applied.  Mentors support beginning teacher orientation and provide logistical and emotional support.  Mentors focus their primary support on improving instruction and learning.  Mentors provide ongoing support and encouragement for the beginning teacher.  Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.  Mentors receive ongoing training to advance their knowledge and skills.  Mentors have opportunities to participate in professional learning communities of mentoring practice. | . . . and  Selection criteria include a range of characteristics, experiences and dispositions that indicate mentoring potential.  Application and selection process is communicated broadly.  Mentors’ role is multi-dimensional and includes opportunities to observe and give feedback on classroom practice.  Mentors and beginning teachers collaborate on lesson planning and problem-solving.  Mentors receive updates specific to mentoring role.  Mentors are involved in a facilitated community of mentoring practice that meets regularly to support mentor learning and problem-solving. | . . . and  Mentors are selected using a rigorous process that involves a variety of evidences and multiple stakeholders.  Criteria are aligned with widely-accepted and research-based understandings of effective mentoring practices and characteristics.  Mentors differentiate support to the needs of the beginning teacher based on the use of the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation Process and other formative assessments.  Mentors’ role involves instructive, collaborative, and facilitative approaches to mentoring.  Mentors have opportunities to observe and coach colleagues.  Mentors design and facilitate mentor professional development.  Mentors engage in inquiry into their practice. |

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| **4.55 Mentor Training -** *Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. Standards for Mentor Training are attached to this policy.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| Mentor Training is available for mentors. | …and  Mentor training is aligned with NC Mentor Standards.  Mentors have knowledge, skills, and attitudes needed to be an effective instructional coach.  Mentors have knowledge, skills, and attitudes needed to be an effective emotional support for those entering the profession.  Mentors have knowledge, skills, and attitudes needed to be an organizational guide for those entering the profession. | . . . and includes an overview of  Charter/LEA requirements  Beginning Teacher Support Program Standards  State Board Policies  TCP-A-004, TCP-C-004, and TCP-C-014  NC Mentor Continuum  Provides time during mentor training for mentors to self-reflect using the NC Mentor Continuum | . . . and  Evaluates mentors annually using the NC Mentor Continuum or a district-approved evaluation instrument that is aligned with the NC Mentor Standards |

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| **4.60 Observations/Evaluation -** *In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| Each beginning teacher is observed by the school administrator/designee. | . . . and  Within the first two weeks of a teacher’s first day of work in any school year, the teacher will receive a copy, or directions for obtaining a copy of, the rubric for evaluating North Carolina teachers, the evaluation policy, and the schedule for completing all components of the evaluation process.  Each beginning teacher completes a self-assessment.  Each beginning teacher is provided, prior to the first observation, a pre-conference with the principal.  Each beginning teacher is observed at least three times annually by a qualified school administrator or a designee.  Each beginning teacher is observed at least once annually by a teacher.  Each beginning teacher is evaluated at least once annually by a qualified school administrator.  Each observation lasts for at least one continuous period of instructional time (forty-five minutes of an entire class period).  Each administrative observation is followed by a post-conference within ten days.  All persons who observe teachers are appropriately trained.  The required observations are appropriately spaced throughout the school year.  The Beginning Teacher Support Program Plan specifies the role of the beginning teacher's assigned mentor in the observations. | . . . and  The assigned mentor and/or administrator/designee conduct additional observations/walkthroughs/post conferences in an effort to support beginning teachers.  An observation system is in place that includes peer/colleague observations across the school which may include PLC members observing beginning teachers and/or beginning teachers observing colleagues in addition to their mentors. | . . . and  Beginning teachers have the opportunity to observe their assigned mentors and/or have the opportunity to co-teach with district level mentors. |

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| ***4.80 Beginning Teacher Support Program Timetable***   |  |  | | --- | --- | | ***Year 1*** | *The beginning teacher:*   * *is assigned a mentor* * *is provided an orientation* * *develops a Professional Development Plan* * *completes any professional development required/prescribed by the LEA* * *is observed at least four times culminating with a summative evaluation* | | ***Year 2*** | *The beginning teacher:*   * *continues to have a mentor teacher* * *updates the Professional Development Plan* * *completes any professional development required/prescribed by the LEA* * *is observed at least four times culminating with a summative evaluation* | | ***Year 3*** | *The beginning teacher:*   * *continues to have a mentor teacher* * *updates Professional Development Plan* * *completes any professional development required/prescribed by the LEA* * *is observed at least four times culminating with a summative evaluation* | | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| Beginning Teacher Support Program Timeline requirements are considered in planning support of beginning teachers. | . . . and  All timeline requirements for Year 1 are met.  All timeline requirements for Year 2 are met.  All timeline requirements for Year 3 are met. | . . . and  Additional support is provided to beginning teachers at the LEA/Charter level that impacts beginning teacher retention. | . . . and  There is a process in place for beginning teachers to request and receive individual support during the first three years. |
| **4.90 Conversion Process -** *Each May, through an automated process, the Licensure Section converts from initial (Standard Professional 1) to continuing (Standard Professional 2) the licenses of those teachers who are employed in LEAs and who may be eligible for conversion. The official designated by the LEA in its approved Beginning Teacher Support Program plan is responsible for approving the acceptance of the continuing license issued through this process. If a teacher has not taught three years, or if the designated official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license, then the automatic conversion license cannot be accepted. Forms indicating the denial of a continuing license must be returned to the Licensure Section immediately. When teachers employed in charter schools or non-public institutions with approved Beginning Teacher Support Programs, or teachers employed in LEAs and completing alternative routes to licensure (e.g., lateral entry, provisional licensure, etc.) successfully fulfill the Beginning Teacher Support Program requirements, the employer must submit a recommendation for a Standard Professional 2 license for it to be granted. A principal must rate a probationary teacher “as proficient” on all five NC Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending a teacher for a Standard Professional 2 license.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| Licensure conversion requirements are consulted when moving Beginning Teachers from SPI to SPII. | . . . and  There is an official designated by the LEA/Charter who is named in the approved Beginning Teacher Support Program plan and who is responsible for approving the acceptance of the continuing license issued through this process.  Forms indicating the denial of a continuing license are returned to the Licensure Section immediately.  Upon completion of the BT program (including lateral entry requirements if applicable), there is a process in place for the LEA/Charter to submit the recommendation for the SPII license.  There is a process in place to ensure that all teachers recommended for SPII licenses have been rated proficient or higher on Professional Teaching Standards 1-5 as documented in the NCEES Summary Rating Form. | . . . and  Communication is provided to beginning teachers who have been rated “Developing” on any of the five standards during the first three years.  Additional support is provided to teachers who have been rated “Developing” on any of the five standards during the first three years. | . . . and  Communication is provided to all beginning teachers during the first three years in reference to each individual’s licensure conversion status. |

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| 4.100 Due Process - *Licensing is a state decision and cannot be appealed at the local level. Any teacher not recommended for conversion from an initial (Standard Professional 1) license to a continuing (Standard Professional 2) license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes. Except when the denial is based on reasons of conduct or character, as an alternative, the teacher may affiliate with an IHE with an approved teacher education program and complete a program of study as prescribed by the IHE to address identified deficiencies. After the prescribed program is successfully completed, the IHE must recommend the person for another initial (Standard Professional 1) license. The teacher is then required to complete another Beginning Teacher Support Program when employed. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| LEA/Charter explains the licensure conversion process to beginning teachers. | . . . and  LEA/Charter has a plan in place that explains appeal rights to teachers not qualifying for continuing licensure when employed. | . . . and  LEA/Charter has a plan in place that assists the teacher in contacting the IHE in an effort to address deficiencies. | . . . and  LEA/Charter has a plan in place for collaboration with the IHE in assisting the beginning teacher in addressing deficiencies. |

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| ***4.120 Beginning Teacher Support Program Plans -*** *Each LEA must develop an annual plan and provide a comprehensive program for beginning teachers. This plan must meet the Beginning Teacher Support Program Standards. Plans must demonstrate that the Beginning Teacher Support Program is proficient on each standard and element. The Beginning Teacher Support Program is aligned to the standards and assessed according to the continuum.*  *This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program shall submit a Beginning Teacher Support Program Plan to the SBE for approval. The plan must be on file for review at the LEA, charter school, or non-public institution.*  *The plans must:*   1. *describe adequate provisions for efficient management of the program.* 2. *designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.* 3. *provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.* 4. *address compliance with the optimum working conditions for beginning teachers identified by the SBE.* 5. *address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.* 6. *provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.* 7. *provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.* 8. *provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.* 9. *provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.* 10. *provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).* 11. *provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.* 12. *describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.* 13. *document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| The LEA/Charter has worked towards development of a BTSP Plan. | . . . and  The LEA/Charter has submitted a complete and approved BTSP Plan to the Regional Education Facilitator. | . . . and  The LEA/Charter uses the BTSP Plan to drive decision making in reference to Beginning Teacher support.  LEA/Charter revises the BTSP Plan as needed after submission and approval. | . . . and  The LEA/Charter collaborates with IHEs and LEA peers to continually revise the BTSP Plan to meet changing needs. |

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| ***4.130 Beginning Teacher Support Program Annual Reports Annual Peer Review and Process and Five Year Formal Review Reports***  *Each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan must submit an annual report on its Beginning Teacher Support Program to the Department of Public Instruction by October 1 that includes evidence of demonstrated proficiency on the Beginning Teacher Support Program Standards and of mentor success in meeting Mentor Standards. The format of the report follows.*  *Every fifth year the Department of Public Instruction will formally review Beginning Teacher Support Programs to review evidence and verify that program proficiency is demonstrated on all Beginning Teacher Support Program Standards. The monitoring team should report any standards and key elements where programs are not deemed at least proficient to the Department of Public Instruction. Programs that are rated developing on the standards continuum should be put on an improvement plan and reviewed more frequently to ensure that all beginning teachers are supported.*  *In order to assist LEAs in progressing along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers, LEAs will participate in implementing a regionally-based annual peer review and support system* | | | |
| **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| The LEA/Charter has collaborated to develop a BTSP Plan. | . . . and  The LEA/Charter completes an annual BTSP Plan Self Assessment.  LEA/Charter participates annually in the BTSP Peer Review process. | . . . and  The LEA/Charter uses Self Assessment and Peer Review feedback to drive decision making in reference to Beginning Teacher Support. | . . . and  The LEA/Charter provides evidence to show growth in supporting Beginning Teachers throughout the Five Year process. |

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| **Areas of Concern:**  **Resources needed to address these areas:**  **Recommended Opportunities for Improvement:**  **Commendations:** |

**Signature Page**

LEA/Charter Representative \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

Regional Education Facilitator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_